

| Standard Code | Standard Code and Standard | Keep or Propose Change | Type of Change | Quality Standard Rule # | Reason for Proposed Change |
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| 9-10.RL.1 | 9-10.RL.1 Cite strong, relevant , and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | change slightly | re-written slightly | 3 | "Strong" does not necessarily imply relevance, and we want "relevant" in there. |
| 9-10.RL.2 | 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. | change | smoother language | 3 | We tried to make it clearer. |
| 9-10.RL.3 | 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | keep | | | |
| 9-10.RL.4 | 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | change | slight editing | 1, 3 | Felt "cumulative" was redundant. |
| 9-10.RL.5 | 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel-plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | change | slight editing | 3 | Took out the examples because they may limit teachers who feel they must teach those specific concepts. |

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| 9-10.RL.6 | 9-10.RL.6 Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide-reading of world literature.. | change | re-written | 3 | What Tennessee has written is clearer. |
| 9-10.RL.7 | 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | change | re-written slightly | 3 | The examples given don't apply to grades 9-10. |
| 9-10.RL.8 | 9-10.RL.8 (Not applicable to literature) | keep | | | |
| 9-10.RL.9 | 9-10.RL.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | change | re-write | 3 | What Tennessee has written is clearer. |
| 9-10.RL.10 | 9-10.RL.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints | change | re structured | 3 | language was rewritten for a k-12 alignment in skills, rigor and expectations |

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| 9-10.RI.1 | 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | change | reword | 3 | adding a word for clarification. |
| 9-10.RI.2 | 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | change | reword | 3 | clunky language, poorly written. |
| 9-10.RI.3 | 9-10.RI.3 Analyze how the author unfolds structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. | change | reword | 3 | clunky language, poorly written. |
| 9-10.RI.4 | 9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including a. figurative, connotative, and technical meanings. b. analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper). | change | reword | 3 | a's and b's to clarify |
| 9-10.RI.5 | 9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | keep | | | |
| 9-10.RI.6 | 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | keep | | | |
| 9-10.RI.7 | 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | keep | | | |

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| 9-10.RI.8 | 9-10.RI.8 Delineate (break down) and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | change | Added clarifying language | 3 | Wanted to clarify "delineate" |
| 9-10.RI.9 | 9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail") , including how they address related themes and concepts. | keep | | | |
| 9-10.RI.10 | 9-10.RI.10 By the end of the year , read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently . a. Read and comprehend with proficiency at grade level. b. Self select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints | change | Added language for self-selected texts | 3 | Added language for self-selected texts |

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| 9-10.W.1 | <p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | change | re-written slightly | 1 | added "transitional" for the sake of clarity |
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| 9-10.W.2 | <p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | proposed change | Removed some language | 1, 2, 2003 | It's not just about research papers. |
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| 9-10.W.3 | <p>9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.</p> | change | re-written slightly | 1 | to broaden the types of creative texts--"not everything is a narrative" |
| 9-10.W.4 | <p>9-10.W.4 Produce clear and coherent writing in which the development, organization, and style, and tone are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | slight re-write | slight re-writing | 1 | to stress tone, which we feel is important |
| 9-10.W.5 | <p>9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> | change | slight re-writing | 1 | some text added to clarify the writing process |

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| 9-10.W.6 | 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | keep | | | |
| 9-10.W.7 | 9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | keep | | | |
| 9-10.W.8 | 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | keep | | | |
| 9-10.W.9 | 9-10.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards for literature to writing . (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | change | removed some text | used the revised reading standards | felt the examples were unnecessary |

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| 9-10.W.10 | 9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames (in a single sitting or a day or two) for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. | change, slight edit | slight re-writing | 1 | to promote independent writing along with independent |
| 9-10.SL.1 | 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Collaborate —Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to various diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | change | rewritten | 3 | word changes: work to collaborate and diverse to various |

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| 9-10.SL.2 | 9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. | change | removed some text | 3 | clarify language; delete diverse as we feel it is not necessary |
| 9-10.SL.3 | 9-10.SL.3 Evaluate a speaker's point of view, reasoning, intended audience , and use of evidence and rhetoric, identifying any faulty fallacious -reasoning or exaggerated or distorted evidence. | change | removed some text | 3 | clarify language; added wording and changed fallacious to faulty |
| 9-10.SL.4 | 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | keep | | | |
| 9-10.SL.5 | 9-10.SL.5 Make strategic use Integrate digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | change | remofved | 1, 3 | Sounds very military (make strategic use) |
| 9-10.SL.6 | 9-10.SL.6 Adapt speech to a variety of contexts, audiences , tasks, and using command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) | change | rewritten | 1 | Getting more specific for new teachers. |

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| 9-10.L.1 | <p>9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> | keep w/minor change | slight rewrite | 1 | Getting more specific for new teachers. |
| 9-10.L.2 | <p>9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly; consult references as needed.</p> | keep w/minor change | slight rewrite | 1 | Added the concluding of references to make sure students know they can rely on sources beyond their own heads. |
| 9-10.L.3 | <p>9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers APA Handbook) appropriate for the discipline and writing type.</p> | keep w/minor change | slight rewrite | 1 | Turabian's, really?!? |

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| 9-10.L.4 | <p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | keep | | | |
| 9-10.L.5 | <p>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> | keep | | | |
| 9-10.L.6 | <p>9-10.L.6 Acquire and accurately use accurately-general academic and subject-specific*** words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | keep w/minor change | slight re-write | 1 | better phrasing |

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| 9-10.RH.1 | 9-10.RH.1 Accurately cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | change | slight re-write | 1, 3 | vertical alignment |
| 9-10.RH.2 | 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | keep | | | |
| 9-10.RH.3 | 9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | keep | | | |
| 9-10.RH.4 | 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | keep | | | |
| 9-10.RH.5 | 9-10.RH.5 Analyze how a text is structured to emphasize key points or advance an explanation or analysis. | proposed change | slight re-write | 1,3 | vertical alignment |
| 9-10.RH.6 | 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | keep | | | |
| 9-10.RH.7 | 9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, graphs , research data) with qualitative analysis in print or digital text. | proposed change | slight re-write | 1,3 | |
| 9-10.RH.8 | 9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims. | keep | | | |
| 9-10.RH.9 | 9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources. | keep | | | |

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| 9-10.RH.10 | 9-10.RH.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. | keep | | | |
| 9-10.RST.1 | 9-10.RST.1 Accurately cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | proposed change | slight re-write | 3 | clarify language |
| 9-10.RST.2 | 9-10.RST.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | keep | | | |
| 9-10.RST.3 | 9-10.RST.3 Precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. | proposed change | slight re-write | 3 | more precise |
| 9-10.RST.4 | 9-10.RST.4 Determine the meaning of symbols, equations, graphical and tabular representations , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 grade level texts and topics . | Proposed Change | Re-Written | 3 | Clarify language; remove grade branding, adding critical content and skill |
| 9-10.RST.5 | 9-10.RST.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). | keep | | | |
| 9-10.RST.6 | 9-10.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. | keep | | | |

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| 9-10.RST.7 | 9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | keep | | | |
| 9-10.RST.8 | 9-10.RST.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. | keep | | | |
| 9-10.RST.9 | 9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | keep | | | |
| 9-10.RST.10 | 9-10.RST.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. | keep | | | |

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| 9-10.WHST.1 | <p>9-10.WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> | Propose Change | Added | 1 | Clarify Meaning |
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| <p>9-10.WHST.2</p> | <p>9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>keep</p> | | | |
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| 9-10.WHST.3 | 9-10.WHST.3 Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. | keep | | | |
| 9-10.WHST.4 | 9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style and tone are appropriate to task, purpose, and audience. | Propose Change | Re-written | 2 | Add critical content and skill |
| 9-10.WHST.5 | 9-10.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | keep | | | |
| 9-10.WHST.6 | 9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | keep | | | |
| 9-10.WHST.7 | 9-10.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | keep | | | |

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| 9-10.WHST.8 | 9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | keep | | | |
| 9-10.WHST.9 | 9-10.WHST.9 Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support analysis, reflection, and research. | Propose Change | Re-written | 1,2 | add clarity and critical content |
| 9-10.WHST.10 | 9-10.WHST.10 Write routinely and independently over extended time frames (for research , reflection and revision) and shorter time frames(in a single-sitting or in a day or two) for a range of discipline-specific tasks, purposes, and audiences. | change | rewritten | 1, 3 | added to identify skill required and for continuity of language k-12 |